



Higher National Unit specification

General information

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Unit code: H6CF 35

Superclass: GF

Publication date: March 2014

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This specialist Unit has been designed to allow the candidate to develop knowledge and skills required to deliver a coaching approach to Careers Information, Advice and Guidance (CIAG) interviews and to apply these skills in practice. It is designed for those delivering career information and employability support to a range of customers. Candidates will investigate the development, features and purpose of a coaching approach to CIAG. They will examine a coaching approach in practice and consider how this could enhance the customer's career development. They will also review their own performance in applying a coaching approach in practice. This Unit forms part of the Professional Development Award (PDA) in *Career Information, Advice and Guidance: Advanced Practice* at SCQF level 8 and can also be used as a free-standing Unit for a number of purposes including Continuing Professional Development.

Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Investigate the features, purpose and benefits of a coaching approach to CIAG.
- 2 Analyse coaching methods used in a CIAG context.
- 3 Use a coaching approach with CIAG customers.
- 4 Reflect on own practice and evaluate the effectiveness of specific coaching tools and techniques applied in the coaching intervention.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, as a minimum, candidates would be expected to have competence in *Communication* skills at Intermediate 2 (SCQF level 5) or equivalent. It would be beneficial if the candidate has some previous knowledge and experience of the career information, advice and guidance sector and the adviser's role within it. Candidates should also have completed the Units: *CIAG Context and Principles for Delivery of Services*, and *CIAG: Interviewing Skills*. The candidate would normally require to have previous knowledge and experience of the Career Information, Advice and Guidance sector and the adviser's role within it.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit in the PDA in Careers Information, Advice and Guidance Advanced Practice at SCQF level 8 and an optional Unit within the HNC Careers Information, Advice and Guidance Practice and can also be taken as a stand-alone Unit, possibly for the purpose of continued professional development.

The term 'coaching approach' refers to practice which fosters the customer's capacity to identify and develop career management skills. It can encompass coaching methods from a range of coaching models and specific approaches.

Candidates will be in a job role that provides practical support to customers as they seek employment, assisting them to identify and address barriers to employment, explore options and monitoring and supporting them as they develop their CMS and overall employability. Depending on the candidate's employing (or volunteering) organisation, they may also have a role in facilitating customers to carry out actions previously identified and agreed with a qualified Careers Adviser.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate the features, purpose and benefits of a coaching approach to CIAG.

Knowledge and/or Skills

- ◆ Features and purpose of a coaching approach to CIAG
- ◆ The development of the role of coaching within CIAG
- ◆ The added value of a coaching approach to CIAG
- ◆ Current relevant legislation and policy

Outcome 2

Analyse coaching methods used in a CIAG context.

- ◆ Techniques applied in the coaching intervention
- ◆ Role of the adviser
- ◆ Coaching models
- ◆ Coaching methods
- ◆ Definition of life contexts
- ◆ How to select and justify appropriate coaching models to meet customer needs

Outcome 3

Use a coaching approach with CIAG customers.

Knowledge and/or Skills

- ◆ Coaching tools and techniques drawn from a range of models and methods which are relevant to use within a CIAG interview
- ◆ Application of appropriate coaching tools and techniques that meet the needs of the customer
- ◆ Application of a facilitative approach in own practice

Higher National Unit specification: Statement of standards (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Outcome 4

Reflect on own practice and evaluate the effectiveness of specific coaching tools and techniques applied in the coaching intervention.

Knowledge and/or Skills

- ◆ Principles underpinning reflective practice
- ◆ Evaluation techniques
- ◆ Evaluation tools

Higher National Unit specification: Statement of standards (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Evidence Requirements for this Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

- ◆ Explain the key features and purpose of a coaching approach to CIAG.
- ◆ Outline the development of coaching approaches in CIAG practice.
- ◆ Describe three benefits (where possible from real work experiences) and give one example of a limitation.
- ◆ Outline current relevant legislation and policy which impacts on the CIAG service.

Outcome 2

- ◆ Explain the role, responsibilities and professional boundaries of the adviser.
- ◆ Explain two coaching models.
- ◆ Explain two coaching tools/techniques.
- ◆ Describe two customers with different life contexts.
- ◆ Evaluate relevance of a coaching method that can be used for two customers with different life contexts.

Outcome 3

- ◆ Use coaching tools/techniques that are appropriate to the needs of two customers.
- ◆ Use coaching tools/techniques that facilitate independence in the customer and supports the development of their career management skills.
- ◆ Use coaching tools/techniques to support two customers to take forward identified career development actions.

Outcome 4

- ◆ Analyse one customer/adviser scenario and evaluate the effectiveness of the coaching tools/techniques applied.
- ◆ Reflect on own practice and analyse own strengths and areas for development in relation to using a coaching approach to CIAG.



Higher National Unit Support Notes

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to develop knowledge of coaching methods and approaches for CIAG and to develop the skills to apply this knowledge in their professional CIAG practice.

Candidates will require considerable underpinning knowledge of the principles and theories of the coaching approach so that they can apply these in real situations with a range of customers. They will have to be able to tailor their approaches to the needs of particular customers.

Throughout the Unit, candidates should, where possible, use their knowledge and experience from their own work environment and relate this to their analyses and evaluations.

Outcome 1 provides candidates with the knowledge required to understand and apply a coaching approach in the context of CIAG. It should make them more aware of what they are using a coaching approach for, ie what is a coaching approach trying to do to for customers?

Candidates should also be made aware of:

- ◆ The purpose of coaching in CIAG.
- ◆ How coaching has developed within CIAG.
- ◆ The benefits and possible difficulties that may arise when using coaching in the context of CIAG.
- ◆ Factors that impact on career decision making; social/ economic/political, and labour market fluidity.

Candidates will examine and explain current legislation and policy that impact on the service. They will look at the benefits of coaching and consider possible difficulties that may arise. Benefits can include:

- ◆ Increased motivation on the part of the customer.
- ◆ Customers are supported to develop a positive mindset.
- ◆ Customers can take responsibility for the development of their Career Management Skills.
- ◆ Customers can make their own choices and reach their potential.

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Some difficulties may arise, for instance:

- ◆ A facilitative approach may not be appropriate for all customers, eg those who have immediate timescales such as application form deadlines may require a more directive approach at that stage of the process.
- ◆ A facilitative approach may not be appropriate for some customer who have autism or other additional support needs who benefit from a more literal approach.

Features and Purpose

- ◆ Applying coaching methods to motivate the customer.
- ◆ Using coaching tools/techniques for CIAG is about supporting customers to develop career management skills to navigate career paths.
- ◆ The use of a coaching approach is about increased independence for the customer.
- ◆ The driver is to offer more facilitative and sustained support (not just a one-off interview).
- ◆ Supporting the customer to develop a positive mind-set and behaviour and challenging beliefs that limit them.

Key themes

- ◆ Facilitative approach
- ◆ Deep/active listening
- ◆ Motivational interviewing techniques
- ◆ Building resilience
- ◆ Confidence building
- ◆ Structured conversation
- ◆ Incisive questions
- ◆ Use of reflection
- ◆ Use of visualisation/ imagination
- ◆ Identifying and building on the customer's strengths
- ◆ Enabling customer to come up with their own answers
- ◆ Goal setting

This list of themes is not exhaustive. Candidates will not be expected to apply all of these themes but should aim to apply the themes that meet the needs of individual customers.

Outcome 2 gives the candidate the opportunity to examine different coaching methods and to identify which are most appropriate for particular life contexts. Coaching methods include different models, tools and techniques.

Models

The three models set out below give clear pathways for a coaching approach. This list outlines three well-known models, but it is not exhaustive, and other models may be used.

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

The **Grow** model is the most commonly used model. It provides a clear framework to navigate a route through a coaching session.

Grow

- ◆ Goals
- ◆ Current Reality
- ◆ Options
- ◆ Will

The **Clear** model provides a good structure to support the customer.

Clear

- ◆ Contracting
- ◆ Listening
- ◆ Exploring
- ◆ Action
- ◆ Review

The **FUEL** model is less used but provides an alternative approach to structuring the coaching.

Fuel

- ◆ Frame (the conversation)
- ◆ Understand (the current state)
- ◆ Explore (the desired state)
- ◆ Lay out (a plan for development/success)

Coaching Tools/Techniques

Some examples include:

- ◆ Scaling questions
- ◆ Solution focused interviewing questions
- ◆ Use of reflection
- ◆ Visualisation
- ◆ Use of prompt cards
- ◆ Motivational action planning

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

Life Contexts

The candidate needs to be able to describe the life contexts set out in the CMS framework for Scotland.

These are:

- ◆ Before starting work.
- ◆ Moving beyond education towards work.
- ◆ While in work.
- ◆ When not working.
- ◆ Preparing to leave or reduce work.

For **Outcome 3** candidates will use a coaching approach when engaging with two customers with different life contexts.

Candidates should be made aware of the importance of:

- ◆ Planning for coaching.
- ◆ Different life contexts, and matching coaching tools and techniques to these contexts.
- ◆ Tools and techniques for coaching intervention.
- ◆ How to develop resilience and independence in customers.
- ◆ Methods of assessing customer needs.
- ◆ How to carry out action planning, review and feedback.

The candidate will justify their selection of the coaching tools/techniques used in particular situations by explaining the relevance of each to meeting the customer's needs.

In **Outcome 4** candidates will develop their awareness of the principles underpinning reflective practice and how to evaluate the effectiveness of a coaching intervention.

In addition the candidate should understand how to evaluate their own skills and knowledge needed to practice effectively and should explore their personal learning needs for continued professional development.

The evaluation could include:

- ◆ *Communication skills*
- ◆ Interpersonal skills
- ◆ Listening skills
- ◆ Interviewing skills
- ◆ Motivational planning
- ◆ Awareness of professional boundaries
- ◆ Methods of self-assessment
- ◆ Ability to promote social inclusion at work and support diversity and equality of opportunity
- ◆ Use of facilitative approach in own practice

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

In order to begin the process with a self- assessment the candidate should reflect on own performance and experiences and from that, identify own strengths and areas requiring development. This should include analysing own existing capabilities, learning styles, needs and opportunities. The candidate should be encouraged to devise and present a personal action plan. Tools and techniques could include a SWOT analysis, records of formal appraisal, formal and informal feedback from customers and colleagues, personal learning styles assessment and a personal skills audit.

Guidance on approaches to delivery of this Unit

The Outcomes of this Unit should be delivered in the order presented. A candidate-centred participative and practical approach is recommended.

Distance learning may be appropriate for aspects of this Unit; this will be at the discretion of the delivering centre.

Delivery of **Outcome 1** provides opportunities for candidates to investigate the development, context and benefits of coaching approaches to CIAG.

Outcome 2 allows the candidate to examine coaching methods and analyse their relevance to particular customers.

Outcome 3 allows for a practical application of candidate knowledge and understanding in using a coaching approach for a range of customers. This should be based on the use of candidates' own workplace practice or where appropriate on simulation of practice undertaken in a realistic working environment (RWE).

For **Outcome 4** candidates will analyse one customer/adviser scenario and use this analysis to evaluate the effectiveness of the coaching method applied and their own contribution to the service provided.

Centres should make reference to current relevant policies and legislation throughout the delivery of this Unit. References and background material could include:

Career Information, Advice and Guidance in Scotland: A Framework for Service Redesign and Improvement. The Scottish Government 2011

A Scottish Government Strategy to improve careers services in Scotland.

Career Management Skills Framework for Scotland: Skills Development Scotland 2012

The Framework is a strategic document aimed at those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning.

A Curriculum for Excellence: The Scottish Government. 1 November 2004.

The curriculum aims to help every candidate develop knowledge, skills and attributes for learning, life and work.

A Working Life for All Disabled People: The Supported Employment Framework for Scotland. The Scottish Government 2010

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

The framework acknowledges that many disabled people in Scotland face substantial barriers in finding and sustaining work.

Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth
The Scottish Government 2010

The strategy is structured around four key priority themes of empowering people, supporting employers, simplifying the skills system and strengthening partnerships

Getting it Right for Every Child: Scottish Government 2006

A national programme aimed at improving Outcomes for all children and young people in Scotland

Equalities Act 2010

References given are correct at the time of publication but centres should ensure that current and relevant background information is available for candidates.

Delivery could be classroom based or partially by distance or blended learning.

Opportunities should be taken to use visiting speakers and to use group discussion and/or case studies. Where possible, candidates should draw on their own experiences in the workplace.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to candidates.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

There are four instruments of assessment for this Unit.

Outcome 1 could be assessed by an investigation. Candidates should be provided with an investigation brief which covers all Evidence Requirements. The investigation will require candidates to gather information from a variety of sources which could include:

- ◆ visiting speakers
- ◆ internet research
- ◆ library searches
- ◆ literature on coaching approaches and techniques

Candidates should organise and present findings in an appropriate format. It may be beneficial for candidates to work in groups and share information although the final investigation must be the candidate's own work.

Higher National Unit Support Notes (cont)

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

The assessment for **Outcome 2** requires an analysis of two coaching models in terms of meeting different customer needs. This assessment could be presented in any appropriate format.

The assessment for **Outcome 3** should be based on real work practice or where necessary, through simulation in a realistic working environment. Where possible, the simulation should be based on customers with whom the candidate has worked.

Outcome 4 could be assessed by a reflective account which includes an analysis of own strengths and areas for development based on evaluation of the effectiveness and their own contribution to a coaching intervention. It is important that the candidate makes reference to how their practice ensures that inclusiveness is promoted.

Since the Core Skills of Problem Solving at SCQF Level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

There will be opportunities to develop the Core Skills of *Communication* at SCQF level 6 at SCQF level 6 whilst undertaking this Unit.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Problem Solving at SCQF level 6 embedded.	31/03/14

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General information for Candidates

Unit title: Career Information, Advice and Guidance: Coaching Approach (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This specialist Unit has been designed to allow you to develop knowledge and skills of coaching approaches in the context of Career Information, Advice and Guidance (CIAG) and to provide you with the skills to apply this knowledge in practice.

Access to the Unit is at the discretion of the centre but you should have competence in *Communication* skills at Intermediate 2 (SCQF level 5) or equivalent, as a minimum standard. You should also have completed the Units *CIAG: Context and Principles for Delivery of Services* and *CIAG: Interviewing Skills*. It would be beneficial if you have some knowledge and experience of the Career Information, Advice and Guidance sector and the adviser's role within it.

During the Unit you will investigate and examine coaching approaches within CIAG, apply a coaching approach when working with customers and finally evaluate and reflect on your own practice.

This Unit has four Outcomes:

- 1 Investigate the features, purpose and benefits of a coaching approach to CIAG.
- 2 Analyse coaching models used in a CIAG context.
- 3 Use a coaching approach with CIAG customers.
- 4 Reflect on own practice and evaluate the effectiveness of specific coaching tools and techniques applied in the coaching intervention.

There are four assessments for this Unit:

- ◆ Outcome 1 is an investigation and you will be provided with an investigation brief.
- ◆ Outcome 2 will require you to analyse different coaching models.
- ◆ Outcome 3 is based on your work practice or where necessary, simulation.
- ◆ Outcome 4 will require you to evaluate and reflect upon your practice.

Because of the nature of the subject, there will be opportunities for you to develop your Core Skills in *Communication* at SCQF level 6 and *Problem Solving* at SCQF level 6.